

**CHILD  
WELFARE**

**BULLETIN OF THE CHILD  
WELFARE LEAGUE OF AMERICA, INC.**

**Volume 8  
1929**

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# Child Welfare League of America, Inc.

130 East Twenty-second Street, New York City

## Bulletin

NEW SERIES, VOL. VIII, No. 1

JANUARY, 1929

*"The only weapon an adult has and which a child does not have is the ability to ignore irritating behavior of others."*—ANONYMOUS.

### JOINT CONFERENCE

#### OHIO VALLEY REGIONAL CONFERENCE OF THE CHILD WELFARE LEAGUE OF AMERICA, INC., AND THE CHILDREN'S DIVISION, OHIO WELFARE CONFERENCE

FEBRUARY 7TH—9 A. M.—11:30 A. M.

Social and Financial Factors in the Commitment of Children.

—Miss Bell Greve, Columbus.

12:00—2:00 P. M. Luncheon

County Units of Social Service—How Do They Function? What Can They Do?

—A. E. Howell, Canton.

2:30 P. M.—5:00 P. M.

The Real Function of a Juvenile Court.

—Prentice Reeves, Columbus.

Boarding Home Care—Field, Equipment, Safeguards, Limitations.

—Miss Marguerite Gane, Buffalo, N. Y.

Problems of Institution Administration—Personnel, Training, Punishment, Economics.

—H. V. Bastin, Anchorage, Ky.

6:30 P. M. Dinner

The Preservation of the Family Home.

—Bishop Theodore S. Henderson, Cincinnati.

When Should a Child Be Removed from Its Own Home?

—C. C. Carstens, New York, N. Y.

FEBRUARY 8TH—9 A. M.—10:15 A. M.

Discussion of Dinner Addresses.

—Judge John R. Coffin, Auglaize County, Ohio.

Miss Portia B. Mengert, Toledo.

Mrs. Ruth I. Workum, Cincinnati.

Frank J. O'Brien, M.D., Louisville, Ky.

10:15 A. M.—11:30 A. M.

Which Children Need Foster Care—Which Institutional?

—Lawrence C. Cole, Cleveland.

12:00—2:00 P. M. Luncheon

What Progress Are We Making With the Child Born out of Wedlock?

—Mrs. Mabel H. Mattingly, Cleveland.

12:00—2:00 P. M. Luncheon. Inter-State Juvenile Court Judges.

Juvenile Court Problems That Cross State Borders.  
—Judge Charles W. Hoffman, Cincinnati.

2:30 P. M. Round Tables—running simultaneously.

1. Adoption Safeguards—Miss Grace Redding, Cleveland.

2. A Good Health Program for Dependent Children.

—Miss Joanne Ortel, Columbus.

3. Mothers' Aid in Relation to Removal of Children.

—Miss Nell F. Collopy, Cleveland.

4. Educational Publicity.

a. Securing Publicity for the Work of a Given Organization.

—Mrs. Evelyn Stiers, Cleveland.

b. Securing Attendance at State Conferences

—Howard R. Knight, Columbus.

### INSTITUTION NEWS

#### HOME-MADE PLAYGROUND APPARATUS

CHARLES J. STOREY

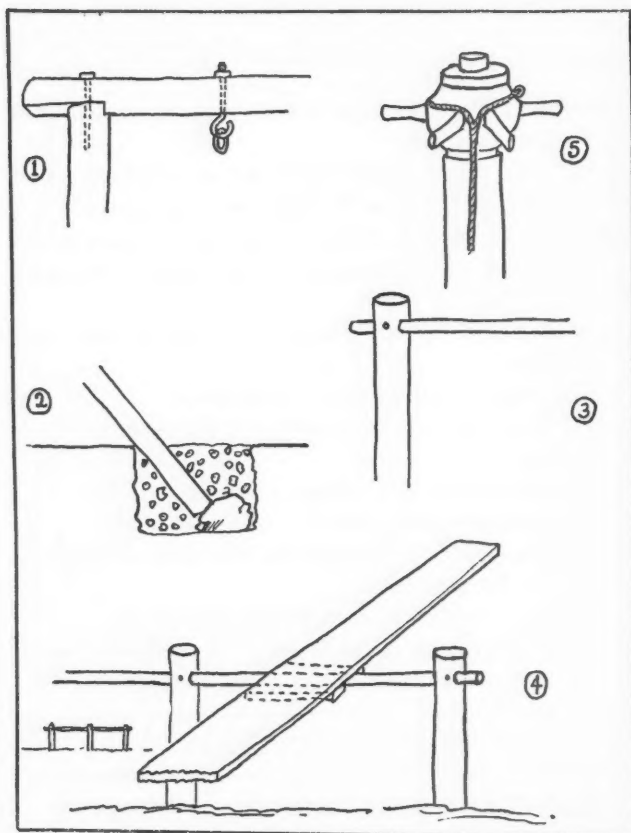
Recreation Dept., Russell Sage Foundation

Lack of funds to buy ready-built swings, seesaws, etc., is not always as great a disaster as one might think. Often where there are small boys and a carpenter shop it is much better to have them help build their own apparatus than to buy it, even if the institution has the money.

The home-built playground equipment described below was constructed on the country school playground at Stanton, New Jersey, by five men and some boys working two Saturday afternoons. Good-sized, well-seasoned chestnut trees were donated by a resident and about two hundred and fifty dollars worth of sturdy apparatus was obtained for forty dollars, to say nothing of the example set in real community helpfulness.

The timbers for the swings were first put up, two 15-foot logs set 3 feet in cement, and the cross bar fastened with 12-inch lag screws and iron braces on the sides. (Lag screws are huge screws with a square head which may be turned with a wrench.) The cross bar was 12 feet long, wide enough for two swings. The ropes were fastened to 2-inch galvanized rings which

hung in eye-bolts, thus taking the friction and preventing the ropes from being worked through quickly. The bolts were sawed through with a hack saw to allow the rings to be slipped on. (Fig. 1.)



The uprights were braced by a 10-foot post on either side, nailed firmly about 6 feet up and buried 2 feet in the ground. The butt of the brace was laid against a large stone to prevent its working deeper into the ground. These braces should also have small stones tamped in around them and if possible cement poured into the interstices of the stones. (Fig. 2.)

In planting the posts for the swings and the horizontal bars, a large stone was placed on each of the four sides at the bottom of the hole to brace it under the strain of use. Then small stones, collected by the numerous young helpers, were tamped down around it, filling in with cement. This will insure a steady post. The parts of the logs to be placed in the ground should be painted with creosote or tar roofing paint which materially arrests the decay of the wood.

Two horizontal bars were erected, one 6 feet from the ground for boys and the other 5 feet 6 inches from the ground for girls. The posts were planted 2 feet 6 inches down in the same manner as the posts for the swings. The posts for the boys' bar were 9 feet

long and those for the girls' 8 feet 6 inches. The bars consisted of 2-inch galvanized pipe (outside diameter) 6 feet in length, placed in a hole in the post bored 6 inches from the top. Each pipe had a quarter-inch hole bored through it about 6 inches from the end. When in place a ten-penny nail was driven through the post and through the hole in the bar to prevent it from slipping out. (Fig. 3.) The bar should be leveled with a spirit level so that it will surely be horizontal. I might remark that 2-inch bars are often recommended, but experience in this instance is that these are a little large for children and a bar 1½ inches (outside diameter) would be better. The pipe was carefully sandpapered to remove any roughness. The sandpapering was a job the children helped on.

The pair of seesaws were constructed of a 6-foot pipe, 2 inches in diameter, held between three heavy timbers 5 feet long and set in 2 feet, 6 inches of cement and stones. Two 12-foot planed planks, 2 x 10 inches, were used with 2 x 2 x 10 inch blocks nailed underneath on either side of the bar to prevent the plank from slipping. (Fig. 4.) It would be better to have 14-foot planks, because the children, unless they are very small, prefer the larger seesaws.

There remained only the erection of the giant stride. An old cart-wheel with a large axle hole was obtained and the spokes cut off at about 5 inches from the hub. A heavy pole, 15 feet long, was planted 3 feet in cement and small stones. Before setting up, the top of the pole was trimmed so as to form an axle with the wheel resting on the untrimmed shoulder. Six ropes were fastened around the hub with the weight resting on the hub and not on the spokes. (Fig. 5.) The spokes are only to separate the rope so that it will not become entangled. One-inch manila rope was used. The rope was passed through a one-inch screw-eye fastened into the hub so that it would not slip off. A round piece of tin was nailed over the top of the pole to help keep the axle dry in wet weather. The wheel was greased with axle grease to make it run smoothly. None of the apparatus was used for forty-eight hours to allow the cement to set.

The itemized cost is as follows. The labor item includes cutting the timber in the woods and digging the holes for the posts which was done in advance to expedite matters.

Entire cost of two swings, two horizontal bars, two twelve-foot seesaws and one giant stride

Labor.....	\$20.10
Carting.....	4.00
Cement and sand.....	2.43
Lumber.....	2.97
Hardware.....	3.43
Galvanized pipe (3 pieces, 6' each, including boring holes) ....	4.25
Rope.....	4.06

Total.....\$41.24



## ORGANIZING FOR A FINANCIAL COMMUNITY CHEST CAMPAIGN

ALLEN T. BURNS

Association of Community Chests and Councils

*Excerpts from an address given at the Conference on Modern Methods of Fund Raising and Attendant Publicity, October 26 and 27, 1928, in New York. This is the second paper from the proceedings.*

The only way for an agency, whether for child welfare or of any other kind, is to think of a community chest as a family project. The tendency not entirely on the part of agencies but of the chest people as well is to think of it as some kind of overlord, or something to which you can run and turn on the spigot and have something poured out to you. In the last analysis chests are going to be useful only insofar as they make for better work and better service on the part of the agencies. There has been an almost automatic tendency for the agency to have its publicity wiped out and to have lost standing and friends and understanding and opportunity for service because of the lack of just these things.

The whole trend now is away from that and it must be more and more away from it if community chests are going to be a means of our agencies serving better. Is it not a fact that our old publicity technique and procedures were mainly connected with our raising money and that when we did not have to raise money any longer without any of us thinking about it particularly, least of all the chest, at least one of the main inducements for publicity and interpretation just disappeared automatically, involuntarily.

Now as the chest raises the funds, by the same token we expect it to do our publicity and we don't have to. We have excused ourselves from that as well as from the fund-raising burden. The whole experience of the chest, however, is that no one center of infection is sufficient to create a community-wide contagion or epidemic, either as to social welfare or anything else. And the chests that are surviving and making progress are the chests that are working co-operatively with all their constituent members, having each one of them its part in interpreting the social welfare program, to the community.

Some chests require just as specific a monthly report on publicity by their agencies as on receipts and expenditures. It takes all of us and even then all together we are insufficient for adequate interpretation. But unless a chest is alive to this need—and by the chest I mean not some far off divinity or supernatural power that is going to do something for us, but this family of all of us in a community interested in social welfare—then the chest itself is going to go down and the rest of us with it. It is just as much our responsibility as

members of the chest to convince the chest or the governing board of the chests of the dangers involved, as it is for the chest to take the initiative. We are all in that boat together. When individual agencies think they no longer need specialized constituencies, they just are not figuring on the ordinary garden variety of human nature. The chest is specifically weak where it has not worked out a scheme of interested and active memberships for its agencies, not as a financial auxiliary to the chest, but as a means of creating an extensive constituency of agencies, groups in the community that really understand and are concerned and are moral and intellectual supporters of the job.

Publicity is the very making of the campaign. The campaign once a year for a week or ten days is only the flowering of the education and interpretation that we ought all of us to be busy with the year round. It is the most natural point for the co-operation between agencies and chests to begin and where it most needs to be strengthened.

It is a fact in social finance that communities in America think that they are quite self-sufficient. Some will not even compare notes with any other community trying to carry on a similar activity. That is what people are like and we have to start where they are. In the city where I live the chest admitted for the first time this fall a county-wide organization and is contributing to its budget. What has brought this about is just the gradual experience those men have acquired of the inseparability or the indivisibility of social programs or problems. They found the need of extending their vision and in calling for help from one organization that at least was county-wide. The artificial governmental boundary of a city is not where human problems stop and begin all over again, and we just have to be patient until this new factor in community organization learns from actual experience that organizations are very much wider. This difficulty of the chest thinking they have anything to learn or anything to gain or anything to contribute outside their own narrow boundaries also affects their relationship with the national organizations.

A chest has an obligation to work in a county that covers the community in which the chest exists. It has an obligation to work in the county even if not a bit of that work is done within the city for which the chest exists because the principle that those that have, have an obligation to those that have not, means that we cannot expect to say our financial obligation is just commensurate with the group in which the service is rendered. The financial obligation is a good deal broader than that and we have to go on interpreting the need of human beings, to which no group of other humans is impervious, until we get the chest boards to

## THE CHILD WELFARE LEAGUE OF AMERICA

*President*—ALBERT H. STONEMAN, Detroit  
*1st Vice-President*—J. PRENTICE MURPHY, Philadelphia  
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*Executive Director*—C. C. CARSTENS

see their problems more inclusively. That applies whether we are talking about counties, states or national organizations, but it is a thing in which chests are very backward.

I was in the south this summer and at a particular conference I attended a lot of people from very backward chest cities, board members and secretaries of various agencies were complaining about the stagnation of their chests. I said: "What do you come to me about it for? If the combined lot of you haven't enough gumption and force to turn upside down I don't see how any of you think anybody from outside can do anything about it." The primary difficulty is in thinking that somebody else besides the social agencies in the community and their constituencies have any responsibility.

When social agencies have not studied this terrible monster we call the community chest and are prepared to do anything more about it than that, I don't wonder that it often becomes an octopus. The only cure for it is for us to get into it and force our boards into it because if the combined boards of the social agencies of the community cannot upset any reactionary policy of the community chest they do not deserve to be boards of our agencies.

The chests are waking up to the fact that they must supply more adequate resources to the members of the chests as a means of continuing this basis for better service which is the sine qua non of chest existence.

It is just as true of standards as of money raising that big bodies move slowly and that if you are trying to carry your whole community along and get your whole community to understand standards, those standards are not likely to develop as rapidly as if you have a selected constituency only that you have to cultivate in order to improve standards.

It is demonstrable that useless agencies have not multiplied since the existence of the chest as they did before the chest. You can guess as well as I, whether they perpetuated some that existed when they started, and whether they perpetuated them longer than they would have lasted otherwise. They have done considerable in putting many of them out of business.

The experience of some communities is that there is no understanding of the needs of individual agencies

as they take their place in a community program. The announcement goes out that no budget will be approved for more than a certain percentage of increase and all of the agencies, must be treated alike, so that every agency, no matter what part it is playing in the community program, is permitted just so much more than it had the year before and then if the children's work has increased tremendously during the year there is absolutely no way to meet those increased demands.

Of course such a rule as that is just as absurd as saying that each child must grow the same number of inches or fraction each year as every other child in the family. It comes from a thought about community chests as a purely mechanical organization and procedure that is utterly intolerable. If a chest stands for anything at all in budgeting, it is to apportion funds not according to any mechanical rule, certainly not according to any favoritism and predilections, but according to the best understanding that can be marshalled as to the relative needs of the various services combined in the chest.

The other side of the picture given me by community chest executives in some places is that they are worried, because they think the local executive of the children's agency hasn't the information or the strength to put over the actual needs to the budget committee. The agencies are taking a smaller budget than they ought to be taking simply because they have not learned to interpret their own job to the budget committee.

Any executive who thinks he is not equal to interpreting to a budget committee the needs of his agency is a poor executive. If he hasn't convinced a good group of his board sufficiently to have them come with him to discuss these needs before the budget committee, it is no wonder he does not convince the budget committee.

There is no limit to the amount of money in American communities for welfare work. At any given time there is a very definite limit and that limit has been fixed by the amount of education of our communities, of the incentives that we furnish for giving. But it is no stationary or fixed limit, it is a limit that can be moved.

Certain chests have cut out from every budget any allowance for publicity purposes. It is a short-sighted kind of policy and one that is being relegated to the ash-heap. But the chest that is making progress today is the chest that realizes that it was very false economy, and this policy is changing along with other things.

The best way of bringing about changes is by developing a stronger and stronger support for the individual agency and a stronger and stronger constituency back of it by dint of service and the education that you do in the community.



NOTES FROM THE EASTERN REGIONAL  
CONFERENCE

The Eastern Regional Conference held in New York, January 4 and 5 had representation from seven states.

The dinner meeting, broadcasted by Station WNYC, was of general interest to social workers. Dr. John A. Lapp, of Marquette University, Milwaukee, speaking of fundamental objectives in children's work, said that we test the strength of our social structure whenever we try to secure equal opportunities for all children. He outlined three objectives which must be realized if welfare of children in the United States is to receive the attention it requires. (1) We must attack the laissez faire attitude which characterizes much of our public opinion and which is the attitude of many of our prominent citizens in their opposition to all forms of community action and social legislation. (2) We must help the public to realize that in a democracy taxation which provides for social needs represents a co-operative effort and should not be described, as it often is, as a great burden and imposition. As long as the latter attitude persists it will be necessary for us to fight our way over the same elementary obstacles whenever an appropriation for a social purpose is sought. (3) We must recognize that the terms "paternalism," "socialism" and "communism" are the silly smoke screens which are used in order to conceal the value in much of our social legislation but with which most good causes sooner or later are carelessly and often maliciously dubbed.

In an address on the pre-school child, Dr. Helen T. Woolley, Director, Institute of Child Welfare Research, Teachers' College, Columbia University, told of recent improvements in psychological tests for children under one year of age and referred to the tests made by Dr. Karl Buhler, of Vienna. It appeared that through the first three months of life babies in superior homes showed no better mental development than babies living in inferior homes or institutions. But beginning with the fourth month the babies in superior homes showed improvement over the others. At the end of one year there was an average superiority of one month in the intelligence of the more favored group. In some tests they rated more than one month ahead of the less fortunate children.

Then a group of underprivileged babies from poor homes and institutions were placed for about six weeks in more favorable environments. At the end of the period this group tested as high as those who had been continuously under the most favorable conditions since birth. Mrs. Woolley emphasized the importance of education for mothers which will make clear to them the possibilities of training children even in the earliest months of their lives.

The development of the spiritual life of the child was the subject of the closing session of the conference. The speakers were Mrs. Sophie Lyons Fahs, Director, Union School of Religion, Union Theological Seminary, New York, and Dr. John L. Elliott of Hudson Guild, and Instructor in Ethics, Ethical Culture School, New York.

The spiritual values involved in successful group activity are sought by those who teach in the Union School of Religion. Mrs. Fahs told of various practical efforts to understand the children as individuals by the use of modern educational psychology. She referred to new graded Sunday School lessons which include material on the life situations which children may confront as well as the familiar classical experiences of the race.

Dr. Elliott condensed most of his message to social workers in the statement that it is the kind of responses we get out of people that count—not our titles, salaries or vocabularies. We can be of best help to children when we become companions with them in working out the problems of life. He spoke of the great ethical development in learning team play. Also he said that until one gets a sense that people have a right to be different progress is impossible. The recognition of differences is vital both to spiritual growth and the practice of democracy.

Space prevents summarizing the contributions to the program made by Miss Mary E. Boretz, Rev. Father Bryan J. McEntegart, Dr. Frederick Allen, Owen R. Lovejoy, Chairman of the Program Committee, and others. It is hoped that Leigh Mitchell Hodges' excellent paper on publicity may be reprinted in part or in full.

EXAMINATION OF CARDIAC CHILDREN IN  
BERLIN

A municipal consultation center for school children with heart disease was recently established in Berlin. At this center the children are examined before they are allowed to take long walks or to engage in gymnastics, swimming, or school sports, and also before they enter upon an occupation. (Child Welfare News Summary, Children's Bureau, U. S. Dept. of Labor.)

## MID-WESTERN REGIONAL CONFERENCE

of the Child Welfare League of America will be held in Chicago, March 7, 8 and 9. Dr. S. P. Breckenridge, of the School of Social Administration, University of Chicago, is chairman of the Committee on Program and Arrangements.

## SOCIALIZED EDUCATION

EUGENE RANDOLPH SMITH, Headmaster  
Beaver Country Day School, Newton, Mass.

NOTE: *Mr. Smith spoke on this topic at the New England Regional Conference of the Child Welfare League of America, Inc., in November. This abstract of Mr. Smith's talk was prepared by him for the BULLETIN.—THE EDITOR.*

The progress of man from the earliest known days to the present might be characterized as a history of the gradual change of emphasis from competition to co-operation. Along with increasing mastery of environment—and largely responsible for even that—increasing ability to combine knowledge, strength and resources for a common end has made possible man's rise from savagery to his present position of world dominance. The ability to combine has affected ever widening circles, from families to small groups, larger tribes and affiliated groups of tribes on to the beginnings of nations, to larger, increasingly organized nations, and finally to the beginnings of world co-operation.

Language became necessary only when two or more people began to co-operate.

Written or printed language is necessary only for passing on to others now, or storing up for their later use, one's thoughts or discoveries. Every one today depends on thousands of others for the common needs of life. No individual, no city, no country is uninfluenced by or independent of the rest of humanity.

Suspicion, hatred, competition look toward the past in its worst features. Understanding, appreciation, co-operation, form the keynote of the present and the hope of the future. Education is increasingly concerned with influencing attitudes and habits in a way to help the pupils make the most of themselves, and become valuable units in the social structure. This means that they must become socially conscious, that they must learn to work in harmonious co-operation with others, and must realize the absolute necessity for fitting or subordinating individual desires to the group needs.

It might be urged that schools have not been to any great extent responsible for progress in this direction in the past. This is only partially true, for dissemination of knowledge has in itself been an exceedingly great factor in awakening group consciousness and encouraging co-operation. However, the out-of-school life of the past has also contributed effectively from early childhood on. This influence for children is decreasing as the life of the cities deprives them of many of the educational advantages formerly coming from families and immediate environment, and substitutes a civilization so involved that its meaning and

its functioning are hidden by its complexity. The schools, therefore, must take up the task.

One of the means now proving most successful is an increasingly natural social condition in classroom and school. The formerly teacher-dominated, formal, highly competitive school room procedure was a poor preparation for social living and constructive co-operation.

By every test given it, it has failed to meet the needs of the present and future, and it is rapidly being replaced by a more scientific and more human procedure which, to such an extent as is possible under school conditions of work with large numbers of pupils, seeks to preserve in the schools, and improve upon, the best features of the former out-of-school education.

There is a many-sided improvement in the use of curriculum material. In the first place the material itself, especially in the so-called "Social Science" studies, has become more meaningful. In geography the texts present material in words and pictures that show the significant facts about the countries of the world and their peoples. They are no longer lists of figures and facts strung together in form for the pupils to memorize, but instead present important thought-provoking facts in their true and interesting relations. But also the material is presented in a different spirit and with a different aim. For example, in history the pupils no longer are expected to learn great numbers of more or less unrelated facts such as dates, involved accounts of battles, names and deeds of only moderately important people, etc. Instead they study the influences that have made history, the trend of events from remote time to the present, and the lessons to be learned from man's past. In this way the teacher stimulates a viewpoint that recognizes the interdependence of mankind, and frees the really important part of history from the litter of minutiae that can so easily conceal it.

Perhaps even more important is the fact that much school work is now being done by groups of pupils co-operating in class undertakings which they plan, assign in consideration of the choices and abilities of the members, and carry through with a feeling that real worth-while work is being accomplished. They are being self-active individually, yet are working in combination with others in a way to require something of the same "give and take" so important in life in general.

This type of co-operation is not confined to academic work, although it is very important there. It appears in dramatics undertaken as a school or department project, in music when a glee club, a choir or an orchestra prepares for a presentation of its work, in many kinds of handwork where several pupils are involved, and in all group games when sides or teams are used.



In fact, any activity that requires mutual helpfulness for a common end—but preferably one that fits different contributions together to make a complete constructive whole—is a socially valuable one.

In connection with the points already mentioned, another indication seems important. The schools are no longer cloistered as regards their relationship with the world. Instead they take their pupils with considerable freedom to those people and places that have lessons to teach them. Not only libraries and museums, but also stores, banks, a harbor or a manufactory are likely to be the goals of expeditions and the subjects of lessons.

But perhaps the greatest socializing influence is the training in co-operative citizenship that has started in the schools. To a greater and greater extent schools and their classes are being considered practice communities where practical co-operation can be learned on a smaller stage before being transferred to the greater one. Children of many ages discuss qualities necessary for good citizenship, qualifications required for various offices, how laws should be made and kept, and many other such attitude forming questions. And then they enforce the lessons by putting them into effect in their own groups. School faculties are increasingly anxious to allow such practice and to give their pupils responsibility and authority to whatever extent they prove ready for it.

While all this is promising, such progress cannot be said to have affected the schools of the nation in its completeness, although some of these influences are present in almost any school. However, if the public demands for its children social mindedness and preparation for wise world as well as national citizenship there seems no reason why they cannot be obtained and with no compensating disadvantages to offset their tremendous value.

#### PROTESTANT EPISCOPAL SISTERS CONFER

Most of the religious orders for women of the Protestant Episcopal Church were represented at a conference held December 29–30, 1928, at St. Mary's School, Peekskill, N. Y. Each of these orders operates one or more institutions for the care of dependent and neglected children. Most of them also operate boarding schools.

This conference dealt especially with the work with dependent and neglected children. Addresses were given by Miss Sarah Ivins, of the Institute for Child Guidance, and Miss Gordon Hamilton of the New York School of Social Work. Valuable discussions followed these addresses. The conference was convened by the Reverend Father Harold Holt, Assistant Executive Secretary of the Department of Christian Social Service of the National Council of the Protestant Episcopal

Church. Other speakers were the Reverend Father Shirley Hughson, Chaplain Provincial for the Sisters of St. Mary, and H. W. Hopkirk of the Child Welfare League of America. The orders represented were: St. Mary—Eastern Province, St. Anne, Holy Nativity, Transfiguration, and St. Margaret.

The conference was not formally organized but a continuation committee was appointed with the understanding that another conference will be held in July, 1929. The Chairman of the continuation committee is Mother Superior Mary Theodora of the Sisters of Mary.

GROWING UP. De Schweinitz, Karl. Macmillan Co. 1928. 111 pp. \$1.75.

The popularity of this small volume, which has had five printings in one year, is part proof of its usefulness. Although simple enough for a young child to read, it is both scientific and interesting. Many educators, social workers, psychologists, and parents have testified to the practical uses to which it has been put.

The chapter headings suggest the scope of the book—Growing to Be a Baby; Where Eggs Grow; Pollen and Sperm; From an Egg to a Baby; Animals and Babies; Mating; Your Story and My Story.

The book is especially suitable for use by children because of the abundance of excellent illustrations. In contrast to other things dealing with the biology of reproduction this seems to appeal fearlessly to those natural curiosities of children which most folk seek to avoid or suppress. But this appeal seems only in proportion to the importance of the subject and in no sense is it forced. The simplicity of the text provides sufficient dignity as well as directness of expression.—H. W. HOPKIRK.

#### OUR STAFF MEMBER IN SARANAC

For a number of years Mr. Arthur C. Pittenger, for several years in charge of the New Hampshire Children's Aid and Protective Society, and now of Saranac Lake, has been sending out our Monthly Bulletins and has been attending to the work most efficiently. To help "keep the wolf from the door" he has developed a magazine subscription agency. Will not each one of our members give a moment's thought to see whether or not some subscriptions cannot be sent through him to the publishers? Let us overwhelm him with our business! His address is 14 Forest Hill Avenue, Saranac Lake, New York.

#### ENCLOSURES

(Sent to members only)

"Liz." A Little Story of Christmas in September. By Leigh Mitchell Hodges, The Children's Bureau of Philadelphia.

The Place of Children's Institutions. By R. R. Reeder. Reprinted from *The Survey*, January 15, 1929.

### INTER-CITY CONFERENCE ON ILLEGITIMACY BULLETIN

*President:* DR. GEORGE B. MANGOLD, Los Angeles, Cal.  
*Vice-President:* MISS LOUISE DRURY, Los Angeles, Cal.  
*Secretary:* MISS ELEANOR D. MYERS, St. Louis, Mo.  
*Treasurer:* MISS HERTHA MILLER, St. Louis, Mo.

#### LOCAL STANDARDS OF SERVICE TO THE UN- MARRIED MOTHER AND HER CHILD, IN- CLUDING THE PROBLEM OF NON-RESI- DENTS

*Extracts from a paper by Miss Maud Bozarth, Social Worker for Ingleside Home, presented at the Child Welfare Conference of Western New York, April 19, 1928 at Buffalo.*

Jane Doe in Buffalo, being unmarried, being also about to bear a child, may turn to a private physician for care or to any one of our hospitals which do obstetrical work. Or she may turn to a maternity home. If a support action is decided upon, this will come through the Erie County Welfare Department in the County Court. If a criminal action in behalf of a young girl is indicated it will come up in the Supreme Court or possibly in the Children's Court. If commitment of the girl herself is desired it may come up in any one of the three courts.

For board of her child, Jane Doe will turn to one of the six agencies. The private boarding home for which the agency will arrange will be licensed by the Board of Health.

With hospital care, the unmarried mother like other mothers will be discharged with her baby on the tenth to the fourteenth day. Effort may or may not have been made to have the baby breast fed. She may or may not have had help from a social service department or an agency interested in keeping mother and child together. She may or may not have had prenatal care in clinics or with private physicians.

In a maternity home Jane Doe has at least the advantage of a foothold, a base of operations during the weeks before and after the birth of her child when she and her family are working their way through the physical, mental and moral problems involved. She will have aid in understanding her problem and in making plans. To a much greater degree than either she or her family comprehends the maternity home functions as a training school, giving not only medical care and shelter, but discipline to a disorganized life, often setting the pattern of thinking for the whole family group.

In Buffalo there has been an increasing recognition of the right of public officials to lay down regulations as to whether non-residents shall be allowed to become residents. The problems involved are by no means simple. If a Canadian girl, residing in Canada, names

a fellow townsman as the father of her child, it is simple enough to refer her to her local agency for care, but if a Canadian citizen in Buffalo for two or three years, names a resident of Buffalo as the father of her child, it may seem that she should have care and legal service here. She can have them but there remains the problem for both public and private agencies as to whether this given mother is a good candidate for citizenship and whether her child shall be born an American citizen. Similarly, with out-of-county unmarried mothers and their children, all of us have had it demonstrated that the legal theory that such are likely to become public charges is based upon fact. But dependents who are such because of a maternity situation, recover independence quickly. A young mother with her child, having earning capacity restored does not necessarily stay put because she is sent to any one spot on the map. In caring for a boarding non-resident child, agencies can and do require bond.

An agency in Buffalo receiving an unmarried mother for care will make an investigation with varying degrees of emphasis upon the use of the Social Service Exchange, verification of vital statistics, poor law settlement, physical examination, mental examination and consultation of references. If she is a local girl this inquiry will be made by a local worker, if she is an out-of-county girl, it will probably be made by a worker in her own locality. She will have prenatal care in a clinic or maternity home. In a certain proportion of instances, she will have legal action in her behalf in the county of her residence.

In Erie County, Jane Doe may get, or rather the county for her will get, the sum of \$250 or \$400, or even \$600 from which to pay confinement expenses and aid in the support of her child to the age of 16. No word in the law takes cognizance of the mother's loss of wages which may total more than the whole payment by the father of her child. She is expected to be thankful for any crumbs that fall.

Social workers in Buffalo do not believe in separating the mother from her child at birth. Yet I know there are individuals here who do believe in this and who go further and are quite confident in their own ability to do child placing though they have had no training and little experience to fit them for this task. Most persons here believe that they have followed sound social work practice when the parents of an unmarried mother can be led to receive her and her child, if so be it their home affords a suitable background. We will all agree that all schemes of boarding a child, of working with a child, of going home to a boarded child, of releasing a child for adoption are all makeshift plans which we resort to because we must. We know well that no one of them is a substitute for a home with a father and a mother who are providing for their child.